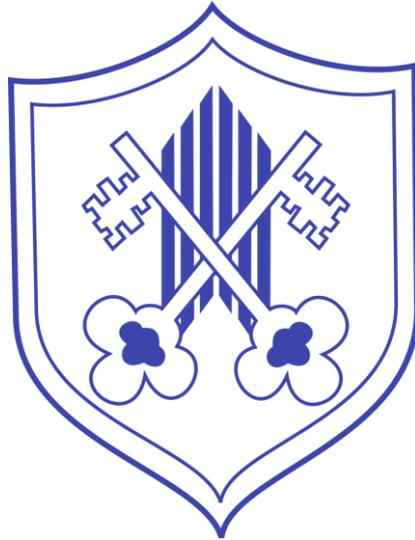




Mid-Trent  
Multi Academy Trust



St. Peter's Church of England Primary School  
'Opening Doors with Learning, Faith and Care'

# Pupil Premium Strategy Statement 2021-2022

**Published:** 1<sup>st</sup> September 2021

**Next Plan Due:** 1<sup>st</sup> September 2022

## School Overview

School name	St. Peter's Church of England Primary School
Pupils in school	143
Proportion of disadvantaged pupils	20.2%
Academic year or years covered by statement	2021-2022
Publish date	1 <sup>st</sup> September 2021
Review date	1 <sup>st</sup> September 2022
Statement authorised by	Mrs Charlotte Pilkington
Pupil premium lead	Mrs Charlotte Pilkington
Governor lead	Mrs Toni McCaroll

## Funding overview

Pupil premium funding allocation this academic year	£28,865
Recovery premium funding allocation this academic year	£5,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,537
<b>Total budget for this academic year</b>	<b>£39,447</b>

## Disadvantaged pupil progress scores for last academic year

No published pupil progress scores for last academic year. Figures below reflect the school's performance in 2018/2019.

Measure	Score
Reading	Suppressed
Writing	Suppressed
Maths	Suppressed

## Disadvantaged pupil performance overview for last academic year

No published pupil performance scores for last academic year. Figures below reflect the school's performance in 2018/2019.

Measure	Score
Meeting expected standard at KS2	Suppressed
Achieving high standard at KS2	Suppressed

## Strategy aims (2021 – 2024) for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	All disadvantaged learners achieve at least national average progress scores in KS2 Reading (0)	July 2024
Progress in Writing	All disadvantaged learners achieve at least national average progress scores in KS2 Writing (0)	July 2024
Progress in Mathematics	All disadvantaged learners achieve at least national average progress scores in KS2 Maths (0)	July 2024
Phonics	All disadvantaged learners pass the phonics screening check at the end of Year 1.  At least 80% of disadvantaged learners pass the phonics screening check in Year 2 at first attempt.	June 2024  December 2021
Other	Disadvantaged learners across the school attend well (95%+), they engage proactively in home learning, especially reading, and have every opportunity to experience life in all its fullness.	July 2024



## Teaching priorities for current academic year

Measure	Activity
<b>Priority 1:</b> Reading Comprehension	Further embed effective teaching of reading comprehension strategies ( <b>EEF Reading Comprehension Strategies +6</b> ) across the school through regular training, monitoring and development.  Ensure that all learners read regularly at home ( <b>EEF Homework Primary +2</b> ) and in school through monitoring, celebration, parent information sessions and implementation of accelerated reader ( <b>EEF Accelerated Reader +3/0</b> ) quizzing and library.
<b>Priority 2:</b> Feedback and Assessment informed practice	Plan and deliver regular, year-long training, for all staff on impact of feedback ( <b>EEF +8</b> ) and using assessment outcomes to plan for purposeful changes to pedagogy and targeted intervention support.  Engagement and training with local RADY approach.
<b>Barriers to learning these priorities address</b>	Embedding evidence-based whole class teaching approaches proven to be effective in supporting all learners and particularly those identified as disadvantaged.
<b>Projected spending</b>	<b>£7,460</b>



## Targeted academic support for current academic year

Measure	Activity
<b>Priority 1:</b> Maths and English Interventions	<p>Ensure all planned Maths and English interventions for those identified as off-track are impactful on outcomes for learners in the short and long term (EEF 1:1 tuition +5, Small group tuition +4).</p> <p>Prioritise the assessment of special educational needs for identified disadvantaged learners.</p> <p>School Led 1:1 Tutoring for disadvantaged learners in Years 4,5 and 6 (EEF 1:1 tuition +5).</p>
<b>Priority 2:</b> Early Years speech and language targeted support	<p>Establish small group early language interventions for disadvantaged pupils not yet meeting age-related expectations (EEF Oral language Interventions +5, NELI +4).</p> <p>Develop a school-led Nursery setting for 2-4 year olds focussing on the development of communication (EEF Earlier Starting Age +6).</p> <p>Develop strong relationships with parents at the earliest point, engaging them in learning through informal baby groups focussing on communication, language and stories (EEF Parental Engagement +4).</p>
<b>Barriers to learning these priorities address</b>	<p>Ensuring that interventions used in school are effective on improving pupil outcomes based on latest research (in-house and external evaluations).</p> <p>Developing good language and communication skills at the earliest opportunity.</p> <p>Encouraging parents to engage in school at the earliest point, building positive relationships and working together to support educational development.</p>
<b>Projected spending</b>	<b>£16,630</b>



## Wider strategies for current academic year

Measure	Activity
<b>Priority 1:</b> Homework	<p>Supporting all learners and families to engage positively in home learning (EEF Homework +2) and school (EEF parental engagement +3) through offering weekly homework clubs, open door events and easy-access parent workshops.</p>
<b>Priority 2:</b> Social and Emotional Learning Interventions	<p>Ensuring all learners have access to support and interventions which develop pupils' interaction with others and self-management of emotions through offering a suite of social and emotional learning interventions (EEF Social and Emotional Learning Interventions +4).</p>
<b>Priority 3:</b> Outdoor Adventure Learning and extra-curricular learning opportunities for all	<p>Ensuring all disadvantaged learners are supported to access outdoor adventure learning activities (EEF Outdoor Adventure Learning +4) and extra-curricular activities (EEF Sports participation +2, EEF Arts participation +2).</p>
<b>Barriers to learning these priorities address</b>	<p>Improving readiness to learn for the most disadvantaged pupils.</p>
<b>Projected spending</b>	<b>£6,200</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
 <p><b>Teaching</b></p>	<p>Ensuring that actions implemented are regularly reviewed and time given for reflection and adaptation of strategies and approaches to meet the needs of specific cohorts.</p> <p>Ensuring adequate time and capacity within each school day to monitor reading and enable use of library and quizzing.</p>	<p>Regular review timetables into INSET days and weekly professional learning sessions.</p> <p>Dedicated reflection time, with coach, planned and costed into spending plan.</p> <p>MAT development group to collaboratively work on developing effective feedback strategies for all.</p> <p>Timetable change to allow for daily reading time across all classes. TA support available to monitor home reading in class. Additional IPADs purchased for quizzing and library time offered after school day.</p>
 <p><b>Targeted support</b></p>	<p>Ensuring regular time is set aside for LAs, Teachers and Inclusion lead to review impact of interventions.</p> <p>Time for EYs lead to monitor and review the impact of Early Years Interventions.</p> <p>Engaging hard to reach families in EYs interventions.</p>	<p>Inclusion lead is off-timetable for 2 days per week across the MAT. Timeline of regular meetings in place and release time included in spending for LAs and Teachers to review.</p> <p>EYs lead is off-timetable 0.5 days per week to enable development of the EYs provision.</p> <p>Baby groups offered to parents free of charge, advertised within local community and targeted advertising at those families known to be facing most difficulty and challenge.</p>
 <p><b>Wider strategies</b></p>	<p>Ensuring adequate, regular time for delivery of non-academic interventions which do not negatively impact upon academic learning.</p> <p>Engaging hard to reach families in wider school life.</p>	<p>Timetabled interventions agreed with Inclusion lead and class teachers.</p> <p>Additional hours to offer before school, after school and lunchtime SEL support costed into spending plan.</p> <p>Events and extra-curricular activities offered free of charge for disadvantaged learners and families.</p> <p>Personal invitations to learning events for hard to reach parents, inc. SLT follow up phone calls to ensure that they have all of the information they need and overcome any personal barriers to attending.</p>

## Review: last year's aims and outcomes

Area	Aim	Outcome	2021-2022 Follow Up Required
<b>Academic Outcomes</b>	<p>The attainment of those eligible for the PP in Reading, Writing and Maths across the school improves to match the proportion of non PP learners attaining the expected and greater depth standard at the end of the year.</p> <p>Learners in receipt of the PP make at least good progress from Key Stage 1 to Key Stage 2 in Reading, Writing and Maths.</p>	<p>Statutory assessments were not completed in 2020-2021 due to Covid-19 pandemic, therefore no externally validated data exists regarding pupil academic outcomes.</p> <p>Internal data shows that fewer disadvantaged learners are currently working at ARE+ in Reading, Writing and Maths than their non-disadvantaged peers across the school.</p>	<p>A continued focus on raising the academic attainment and progress of all disadvantaged pupils is required.</p> <p>As of July 2021, 31% of disadvantaged learners are identified as off-track or on-watch in reading this should be a teaching priority in 2021-2022.</p>
<b>Intervention: Academic Support</b>	<p>All class support and interventions for PP learners are highly impactful and enables learners to continue making good progress alongside peers through a keep up, not catch up approach.</p> <p>Learners are identified and supported to keep up at the earliest possible moment in their learning adventure.</p> <p>Combined PP and SEN needs are proactively met at the earliest opportunity.</p>	<p>Renewed focus on using data to inform whole-class teaching and target specific intervention support was impactful in getting identified disadvantaged learners back on track, particularly in Reading and Maths, following the first and second partial school closures. As a result 60% of disadvantaged learners across the school are meeting or exceeding ARE in Reading, Writing and Maths.</p> <p>Combined PP and SEN were unable to be proactively met due to the back log in services as a result of the Covid-19 pandemic.</p>	<p>Continued focus on regular review and evidence of the impact of academic interventions required in 2021-2022 to ensure that all are highly effective in raising the attainment of disadvantaged learners.</p> <p>Back-log of PP emerging SEN assessment needs to be prioritised in 2021-2022.</p>
<b>Intervention: SEL, Mental Health and Wellbeing</b>	<p>Learners are supported to develop the social skills, emotional resilience, confidence and character necessary to succeed in learning and life.</p> <p>SEMH needs are accurately identified and learners are well supported to ensure that PP learners are always ready for learning.</p>	<p>A raft of intervention support was offered in 2020-2021 to support learners' mental health and wellbeing throughout the Covid-19 pandemic, inc. provision of new mental health space in school.</p> <p>Parent feedback following intervention was extremely positive and pupils were able to recognise the personal development that they had made throughout their engagement in SEL interventions.</p>	<p>SEMH needs will continue to be a focus in 2020-2021 following the Covid-19 pandemic.</p> <p>Regular ring-fenced timetabling and a more strategic approach to support we offer in school supporting learners emerging needs is now required.</p>

		Some interventions were restricted as a result of adhering to Covid-19 prevention measures.	
<b>Parental Engagement</b>	Parents and carers are proactively supported to engage and support in learning at home.	<p>Limited events and workshops as a result of Covid-19 prevention measures.</p> <p>93.3% of disadvantaged learners parents engaged in online parents evening appointments.</p> <p>90% of disadvantaged learners engaged daily in online remote learning (either in school or at home) throughout the partial school closure period.</p> <p>All disadvantaged learners were offered laptops to enable them to access online remote learning; almost all disadvantaged learners were gifted laptops to keep at home after we returned to school to support with home learning into the future.</p>	<p>Feedback suggests that online parents evening appointments were well-received and engaged more hard to reach parents than face to face appointments. Consider offering online appointments in 2021-2022.</p> <p>Encourage parents to attend school and engage in what pupils are learning through learning updates, open door events, assemblies and workshops. Consider how these can also be offered virtually.</p>
<b>Extra-Curricular Opportunities</b>	All learners, regardless of background, have the opportunity to experience life in all its fullness.	Limited extra-curricular activities and educational visits took place in 2020-2021 as a result of the covid-19 restrictions in place for much of the school year. All disadvantaged pupils attended visits and all in-school extra-curricular activities that were available.	Continue.